DOCUMENT RESUME

ED 057 385 CG 006 762

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TITLE The Counsellor as Consultant in the Development of the Teacher-Advisor Concept in Guidance.
INSTITUTION Lazerte (M.E.) Composite High School, Edmonton (Alberta).
PUB DATE Jun 71
NOTE 39p.; Presented at the Canadian Guidance and Counselling Association Convention (Toronto, Ontario, June 1971)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Change Agents; *Consultation Programs; Counseling; *Counselor Functions; Counselor Performance; *Educational Change; *Guidance Services; Interpersonal Relationship; *Resource Teachers; Teacher Role

ABSTRACT

In this article, the authors present and envisage the use of teachers, administrators, and community agencies in an overall guidance program for a particular school. Utilization of this innovation has been coined as the "teacher-advisor concept." The central consideration of this proposal is to view student orientation as the primary goal and subject orientation as the secondary goal (i.e., teachers must realize that the student as an individual is more important than "covering the course"). If a friendly and concerned (or interested) relationship can be developed between each student and one of his teachers (whom we label a "teacher-advisor"), then many of the student's concerns can be handled without directly involving a counsellor. Any situations which the teacher-advisor feels he cannot comfortably or adequately handle could then be referred to a counsellor. The mechanics of the teacher-advisor model (and some modifications of it) are discussed with particular emphasis on pitfalls to watch for, complications which may arise and the kinds of provisions necessary for flexibility and change. (Author)

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THE COUNSELLOR AS CONSU

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OF THE

TEACHER-ADVISOR CONCEPT IN GUIDANCE

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CANADIAN GUIDANCE AND COUNSELLING ASSOCIATION CONVENTION

TORONTO, ONTARIO

JUNE, 1971

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BACKGROUND

"Take account of individual differences.
Meet children's emotional needs.
Provide for the whole child.
Give children love and security.
Respect children as persons.
The growth and development of children
are the major aims of education....."

——M. KRUGMAN

The above quotation, although it contains many often-repeated cliches, briefly represents the school philosophy to which we, as counsellors, have been committed. It is not often that counsellors are given the unique opportunity to plan, develop and implement a guidance and counselling program which would incorporate the basic tenets of this philosophy—limited only by general School Board Policies.

M. E. LaZerte Composite High School was designed to provide an individualized program for each student. Consistent with the philosophy of one student, one program, a variety of organizational patterns exists:

(a) large group instruction
(b) small group instruction
(c) independent study
(d) audit courses
(e) Team Teaching

Traditionally, high schools have been built to resemble egg crates with teaching areas divided evenly to accommodate equal numbers of students and equal numbers of teachers. M. E. LaZerte has broken away from this method of construction simply by doing away with walls to provide larger rooms or by building walls to provide small (seminar) rooms. This flexibility in structure creates a requirement for flexibility in scheduling and methods of instruction. It goes beyond the physical classrooms (which now are seen as learning aids rather than confining forces) and into the community which becomes the laboratory for the study of life experiences.

For months prior to the school opening, interested teachers were interviewed in order to select a faculty which would be prepared to accept the responsibility and personal commitment to the school philosophy which views "student orientation" rather than "subject orientation" as the primary goal of the teaching and learning process (the student as an individual is more important than "covering the course"). An integral part of this teaching assignment was a relative unknown——the Teacher Advisor role. That is, the teacher accepted a guidance role far beyond the usually accepted role as a classroom teacher.

The danger of increased impersonalization due to sheer numbers of students and staff, the physical and financial limitations upon the numbers of counsellors appointed (only 2 counsellors for 1200 students) along with increased demands and responsibilities placed

upon counsellors, made it necessary for us to examine the structual, organizational and functional dimensions of counselling and guidance in order to devise an original and innovative total guidance program.

With this 1200 to 2, student-counsellor ratio, we felt that it was imperative that we best utilize those resources which already exist, so as to provide more than just an "adequate" service to our students and teachers. We envisaged the involvement of classroom teachers, administrators and community agencies in a comprehensive guidance program for our school. The utilization of this innovation has been coined the "teacher-advisor concept".

All students during their school career, will have varying concerns which to them are important. At these times they want, need and should have available some adult to whom they can talk. If a warm and concerned (or interested) relationship can be developed between each student and one of his teachers (i.e. "teacher-advisor"), then many of these concerns can be handled without directly involving a counsellor. Any situations which the teacher-advisor feels he cannot comfortably or adequately handle, could then be referred to a counsellor.

Generally then, the attitude of students in the larger schools toward the process of education can be improved by greater

attention and interest by the school staff toward the individual student. The "teacher-advisor" concept is one method by which this impersonalization can be minimized. Counsellors can therefore be freed from many routine and time-consuming guidance activities (as important as they are) so as to be available for emergency situations, referrals from teachers (of a more serious nature), coordination of community resources and the increasingly important role of providing in-service and consultative services for the teaching staff.

An early start on an in-service program was considered in order to fully implement the teacher-advisor concept as early in the school year as possible. Initially, the teacher-advisor role was vague, not only in our own minds but more so in the minds of the teacher-advisor designates. All teachers were initially comfortable with their new teaching assignment and although extremely willing and anxious, they were apprehensive about their teach advisor responsibilities (they had no content to work with as a teacher-advisor). Therefore, it seemed necessary to initiate brief in-service meetings as early as June. In theory, this appeared to be a "beautiful" approach; however, we ran into difficulty because many administrators in the school from which these teachers were coming, were unwilling to release them from their "old responsibilities". Consequently only a few of the faculty of 68 attended these in-service sessions, and even then they did not all attend at the same times. In September when it did seem feasible to organize these sessions with all Teacher-Advisors, we encountered still another obstacle——all

teachers were involved in building and implementing new curricula which would provide individualized instruction. Thus the teachers were faced with a choice between 2 priorities—(1) building innovative and creative curriculum (content) and teaching it (2) becoming involved with students as teacher-advisors. Their main concern was time.

This was the setting—a new school plant, a committed teaching staff and a student body which anticipated a new and exciting educational experience. We resembled a ship in a harbour ready to sail, outward bound. We were a group of people working together who were willing to attempt to chart and map out innovative and creative ways of educating young people.

ORGANIZATION

As stated earlier, only two full-time counsellors were appointed to the school to provide a guidance program and counselling services. To be consistent with the school philosophy, all staff members were committed to the role as Teacher-Advisor, each with approximately 20 students assigned to them. Although in theory this organization seemed workable, a number of difficulties arose:

(1) no time had been allotted for regular meetings of the teacher-advisor group, because student timetables had to be computerized prior to school opening. It was impossible to schedule these meetings after regular classes in the afternoon since a large number of our students were being bussed in from rural areas.

The only alternative was to call irregular meetings by shortening instructional periods. This created tension among some of the teachers because they felt that they were losing "valuable instructional time".

(2) The roles of the Curricular Associate (Department Head) and Counsellor were not clearly defined. We did know, however, that we could not function in our previous traditional role. An additional factor was that one of the administrators was specifically responsible for "student affairs" which meant that the guidance and counselling program in the school was an area under her jurisdiction. Although this administrator was counselling oriented, difficulties arose in distinguishing and differentiating between their administrative role and the counsellors role in the teacher-advisor concept.

(3) Location. It was difficult to provide 68 different meeting places, with a limited number of teaching stations available.

(4) Contact. Since many of the students in each teacher-advisor group were not in any of the teacher-advisor classes, it was very time consuming for both the student and teacher-advisor to contact one another. Consequently very few warm, genuine teacher-advisor-student relationships developed. Thus, although it was easy to communicate

information concerning students to teacher-advisors, it was difficult for teacher-advisors to forward this information to their respective groups.

(5) Many teacher-advisor's encountered situations with individual students in their groups which they felt they could not adequately handle (aptitude, achievement, personal concerns). No clear referral procedures from teacher-advisor to counsellors had been developed.

(6) As counsellors we became bogged down early in the school year with student self-referrals (since many students had not yet learned the definite role of school counsellor.) To help overcome this situation our secretary's first questions were "Have you talked to your Teacher-Advisor?" If the response was "no" then she asked "Is this something you could discuss with your Teacher-Advisor?" Only a negative response at this point would result in an appointment with a counsellor. Although this procedure reduced the number of self-referrals, an unexpected aspect developed. We did expect some referrals from teachers; however, because of their close involvement with students, teachers now identified many student concerns which ordinarily would have gone undetected. For some of these concerns teachers sought consultation, but for many others they felt uncomfortable because of their lack of counsellor training. In addition they did not have the time to devote to a possible long term involvement.

Because of the six above situations in which we were involved, two important things were neglected—the development of an in-service program for teacher-advisor's and the coordination of community resources.

As a practical aid, teacher-advisors were provided with a Teacher-Advisor Handbook on the first day of school. This handbook contained such things as: student interview records, personal data sheets, student time-tables, school regulations, post-secondary entrance requirements, and our rationale for the guidance and counselling program in the school.

An important person in the entire teacher-advisor concept is the guidance secretary—she must be more than just skilled in office routines. She is the first contact in counselling services, for students, teachers, parents and outside agencies. She must be sensitive to the needs of these people, yet must understand the limits of her role and remain objective inspite of being aware of many highly personal concerns directed through her.

One thing became evident—the counselling office had to become the hub of all student concerns. All appointments with teacher-advisors and individual students, all parent-teacher conferences, all initial involvements with community resource personal were channelled through the guidance secretary. This meant that all student records were centered in our office rather than in the general office. Even the newly hired attendance clerk was located immediately adjacent to our offices. The four additional offices

in the counselling suite were increasingly utilized by teacher-advisors in one to one meetings with students from their group. As our school was designated as an experimental "community school", one large office was shared between the regional coordinator of Parks and Recreation and the coordinator of Evening Extension Services. Their activities added another exciting dimension to our "student center".

Reorganization of many of the above-mentioned concerns will be discussed in the next portion of this paper under the heading "Activities".

ACTIVITIES

Although limited, we did provide time for our staff development function-to make ourselves more visible to staff as well as students. A series of meetings with teacher-advisors were arranged at intervals throughout the year, during their preparation period. As predicted these meetings provided a valuable opportunity for teacher-advisors to communicate their feelings and concerns about their new involvement with students. It also afforded us with an opportunity to present ideas and group activities for them to use with their Teacher Advisor group.

Following these meetings with fragments of the staff, we realized the necessity to meet with the staff as a whole. Thus a series of faculty meetings was utilized to obtain total feedback on what was developing and to discuss changes which might be necessary. A number

of approaches to these issues were tried. Probably two of the more successful exercises used was Flanders "Force-Field Analysis", and handouts on change by Lloyd Trump and Kurt Lewin. Three major concerns emerged from these meetings:

(1) Time Factor - not enough time available for teacher-advisors to adequately provide the kinds of services which they felt were necessary

(2) Artificial Grouping - Students were assigned to their teacher-advisor by a computer (a pre-determined number from each grade). Most students in each group did not have any other regular contact with their teacher-advisor. Consequently a warm friendly relationship did not develop as expected, and a communication problem arose - teacher-advisors had difficulty contacting their students and students encountered the same problem.

As previously indicated (see page 4 - background) staff were not initially prepared to give up instructional time for teacher-advisor time. However, these in-service meetings resulted in the staff requesting a regular scheduled time to meet with the groups - 20 minutes per week were provided. This partially satisfied the time, however, we were still faced with the artificial grouping.

After the Christmas break at a series of "prep-period" seminars with teacher-advisors, a tentative solution to the artificiality of the grouping was reached. It was decided to allow students to choose their Teacher-Advisor—since they now knew a number of teachers

(from their classroom, original Teacher-Advisor, and extra curricular activities). When we became bogged down in the mechanics to be involved in this selection (many teachers were apprehensive—they though this would be a popularity contest) one of the staff members (rather than one of the counsellors) suggested a procedure which was fully accepted by the staff. Briefly, each teacher was provided with a sheet leaving 25 spaces. Students "signed-up" with the teacher of their choice as they followed their regular timetable. When a list was filled, the student selected his "next" choice. From some 1250 students, only 147 did not sign up. The following day, over 90 more students (who were either absent or undecided) selected their Teacher-Advisor. The remaining few were selected by teacher-advisors who did not have a complete group. Each group selected a representative to student government.

We allowed for another important innovation, which contributed to this successful change. Teachers who at this time were uncomfortable in the teacher-advisor role, were provided with an alternative—the opportunity to "opt out" of this responsibility, provided that they assume another guidance function. (see appendix) Only 6 staff members chose this alternative of which two were librarians who felt they could make a valuable contribution by setting up a comprehensive vocational file.

Because we were working with a competent, highly trained and enthusiastic staff, there were many individualists who from past experience and success found it difficult to operate effectively as part of a

team. To reduce any feelings of "empire building" we felt it necessary to "import" an authority skilled in communication techniques. We, therefore, contacted and arranged for Dr. John Wallen to act in this role. Our original plan was to involve the entire staff for a two day live-in weekend seminar. However, some members of the staff claimed that it would be a financial hardship (a total of $20.00) but in discussions with these people on an individual basis, we discovered that the underlying factor was their apprehension. No matter how much we tried to make it clear that this was a task-oriented communication workshop, those who hesitated were convinced that it would be a T-group or sensitivity group. After a number of meetings it was decided to bring in Dr. Wallen but the seminar would be limited to 11 people - 5 Administrators, 5 Curricular Associates (Department Heads) and the School's Business Manager. The most important outcome of this seminar for these people was role clarification. These 11 people were able to "practice" the communication skills gained with members of their departments. The Central School Board Administration, who had to approve the seminar, decided that they should take advantage of our foresight and planning to utilize this man's skills for their "Staff Development" division.

A. <u>Activities of the Counsellor as a Consultant to Teacher-Advisor</u>

1. Orientation of teacher to Teacher-Advisor role.
2. Assessment—interest, personality, achievement, aptitude.
3. Vocational, educational and financial assistance information
4. Consultation regarding student programs—consistent with his abilities and interest

5. In-service program of communication skills—interviewing techniques, learning theories, behavior modification, etc.
6. Consultation regarding program changes
7. Classroom feedback concerning classroom and overall school atmosphere (school climate surveys)
8. Availability as consultant to teachers regarding classroom management
9. Identification of prospective students for group counselling
10. Case Conferences involving parents, teachers, and students—achievement, attendance and behavior
11. Case Conferences involving community agencies
12. General resource person
13. Personal concerns of teachers

B. Activities of the Counsellor as a Consultant with Administrators

1. School Time-tabling
2. School Program
3. School extra-curricular activities
4. Feedback regarding school climate as perceived by teachers
5. Feedback regarding school climate as perceived by students
6. Orientation regarding feeder schools
   - Parent Orientation Nights
   - Availability as consultant to Teacher-Advisors and their students
   - Psychological information on prospective students
7. Development of school philosophy
8. Involvement in administrative meetings regarding policy decisions affecting students and staff

9. Involvement in decisions regarding non-educational activities—smoking, school dress, hall behavior, etc.
10. Matters involving disciplinary action

C. Activities of the Curricular Associate-Counselling

1. Consultation with and coordination of other counsellors on staff
2. Staff Development -
   - working with and coordination of the four guidance teams
   - preparing and operating an in-service program for Teacher-Advisors, to include interviewing techniques group activities, referral procedures, resources for student information, etc.
3. Group Counselling - coordination and involvement
4. Crisis cases referred by other counsellors - coordination of all referrals to "Bureau of Child Study" and other agencies
5. Consultant to teachers through other counsellors
6. Consultant to Administration (provide feedback on student views)
7. Coordination of feeder schools guidance program
8. Orientation program - students, teachers, parents
9. Public Relations - in cooperation with Administration

D. General Activities of the Counsellor

1. Emphasis on group counselling, de-emphasis upon individual counselling (greater use of outside resources where possible)
2. Coordinating the involvement of community resources.
3. Consultants to Teacher-Advisors in their "teams"
4. Resource people for these Teacher-Advisors

5. Involvement in orientation of grade 9 students, new teachers, parents, visits to grade 10 classrooms, etc.
6. Involvement in testing program for students with insufficient data
7. Involvement in establishing and carrying out a calendar of events for the year
8. Provide information for school newsletters and newspaper (a "Counsellor's Corner")
9. Participation in in-service program
10. Emergency counselling (self-referrals and referrals from Teacher-Advisors or administration)
11. Organization and coordination of Case Conferences
12. Consultation with teachers, administrators and students to coordinate educational activities - films, guest speakers, etc.
13. Clarification and implementation of referral procedures for Teacher-Advisors and students

E. Observations

1. Teacher-Advisors interact openly with counsellors
2. The counsellor is not a threatening figure to the teacher-advisor.
3. Administrators view consellors favorably
4. Counsellors become influential in administrative decisions—particularly regarding general policies
5. More open and honest communication between administrators and teachers has resulted.

6. Considerable time and preparatory work is necessary to define and clarify the counsellor's new consultant role
7. More time must be allotted both formally and informally with teacher-advisors to develop trust and confidence

RECOMMENDATIONS

1. Further thought must be given to the method of selecting or matching students and teacher-advisors.
2. The role of the teacher-advisor, counsellor and the philosophy of the teacher-advisor concept must be clearly defined and then communicated to prospective teacher-advisors.
3. Additional time should be provided for teacher-advisors to carry out additional duties effectively--smaller number of class periods assigned to teacher-advisors
4. It must be recognized that some teachers will be unable to or may not want to function as a teacher-advisor
5. A ratio of one counsellor to every twenty teacher-advisors should be established
6. Consideration should be given to the use of the school as a coordinating center for the involvement of outside agencies
7. A "Rap" Room - to provide an opportunity for students and teachers to exchange views
8. Teacher-Advisor - Student Workshops - at least twice during the school year, a 2 day seminar should be set aside (all regular classes cancelled) for each teacher-advisor and his

group to become involved in their choice of "worthwhile" activities. Attendance to be compulsory and each group to plan their time. Suggested timing:- one session in late fall, a second session just before Easter

9. Feedback Sessions - twice during the school year. Each "team" could meet in the Auditorium for a half day. This would provide students with an opportunity to interact with and give feedback to teachers and administrators. A more structured situation than the proposed "Rap" Room.

10. Guidance Advisory Committee - to provide information and feedback for the Guidance Program. Composed of the following members:

    - 1 classroom teacher
    - 1 curricular associate
    - 1 counsellor (curricular associate) - chairman
    - the principal
    - student activity coordinator
    - 4 students (1 from each "team")

    This committee would review, plan, modify and reorganize the guidance program.

11. Provision for one evening each month for those parents who cannot see a counsellor during normal working hours. This service should be organized on an appointment basis, from 4:00 p.m. - 9:00 p.m.

12. Teacher-Advisor time must be incorporated into instructional time - this time could be also used for professional

development. (At the time of writing, this recommendation appears to have been accepted).

13. Informal group counselling - we must take advantage of situations in which there are groups of students who are not involved in what are normally considered to be "productive activities" (i.e. cafeteria, alligator pit).

14. Instigation and organization of write-ups from feeder schools regarding Grade 9 students with special concerns (personal, academic, behavioral, etc.)

15. Counsellors must seek increased specialist training in order to continue to up-grade their skills and abilities in role playing, group counselling techniques and play therapy.

16. Counsellors must be involved in in-service training programs and university studies, both in regular and extension classes. They must be continuously involved in self-evaluation and self-improvement.

17. Counsellors must become involved in family counselling. The troubled child only represents the troubled home. Whatever success the counsellor may have with a student within the confines of his office must be reinforced by initiating successful behavior changes within his home environment. This is particularly essential at the elementary level.

18. Counsellors must be more aware of the current pressures in the school and community under which students are operating—"they must be where the action is".
19. Counsellors must become more involved in public relations activities, and make use of the mass media to provide information about what counsellors do.
20. Through their professional organizations, they should provide feedback to the university to develop current, relevant counsellor-training programs.
21. They should assist school administrators to provide a climate conducive to "make the school fit the student" and not "make the student fit the school".
22. They must become involved in curriculum planning, development and evaluation. Since the counsellor occupies a unique position as a "confidant" of students, he knows where and how some parts of current courses are irrelevant. Since he should also possess considerable expertise in learning theory, he must be involved at all levels of educational processes.
23. Counsellors must energetically promote and encourage a far more personalized attitude in other staff members. They must be instrumental in promoting the concept that the teacher is a guidance worker. Therefore, teachers must be encouraged to take courses in guidance for classroom teachers at the university level.

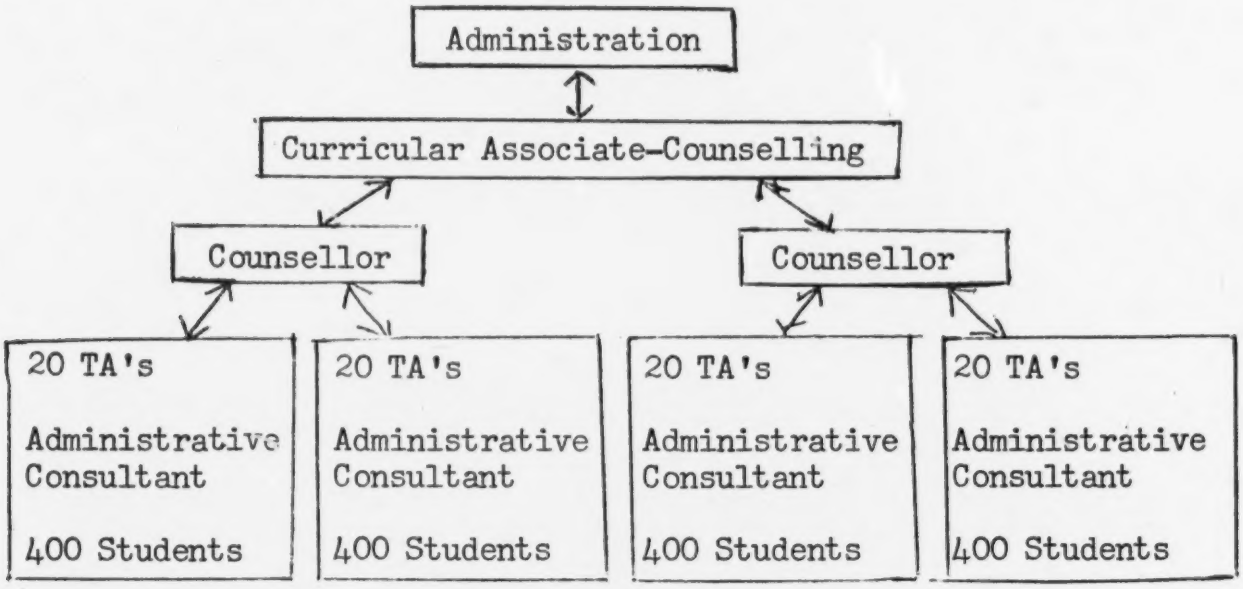
24. Counsellors should consider the concept of a cooperative development of community preventive health services in conjunction with such agencies as Public Health, City Psychiatric Services, Social Development, and Provincial Department of Health. Such a center would provide efficient services for all members of the family, rather than the many varied and separate agencies, each dealing with a different member of the family.

25. Counsellors should give consideration to the use of the school as a coordinating center for the involvement of outside agencies.

26. Reorganization - Ideally, we would envisage a guidance department in our school, consisting of five full-time trained counsellors. Making up this department would be a Curricular Associate, two male counsellors, two female counsellors. However, in view of budget consideration, it is more realistic to propose the following organization for next year:

- A curricular associate
- 1 full-time male counsellor
- 1 full-time female counsellor

The following diagram will assist in explaining the role of the above three positions:



Basically, each of the two counsellors would be responsible to approximately 40 teachers next year. The school could be divided, by population, into four "Guidance Teams". Each of these "Teams" would be composed of one Administrative Consultant, twenty Teacher-Advisors and approximately four hundred Students. Each of the counsellors would be assigned to two of the four teams. The Curricular Associate would act as a consultant to the other counsellors as well as to the administration. We must also consider the counsellors in our feeder schools for the following reasons:

1. Professional Development - in-service seminars for counsellors; case studies groups
2. To provide accurate and consistent information to students before they get to High School
3. Family involvement - cases where a particular family has children in more than one school
4. More effective and efficient use of community resources

CONCLUSIONS

1. The counsellor is still an essential member of the school staff, but not in the traditional role.
2. The emphasis in the counsellor's new role must be that of a "staff developer".
3. The counsellor will be involved in most important school decisions—he will be regarded as the innovator of change.
4. The counsellor must develop an instrument to measure the effectiveness of the guidance and counselling program.
5. The counsellor can no longer hide behind closed doors. He must become increasingly more visible - to students, teachers parents and community resource personnel.

Innovation and obsolescence make their mark in the short time the commuter takes to travel to work and back. Can we - will we - find ways of coping with the harnessing of human good, the potential power inherent in social changes? Change and how people adapt to it is a crisis that faces all of us.

"A way must be found to develop within the educational system as a whole, and in each component, a climate conducive to personal growth, a climate in which innovation is not frightening, in which the creative capacities of administrators, teachers and students are nourished and expressed rather than stifled. A way must be found to develop a climate in which the focus is not upon teaching, but on the facilitation of self-directed learning. Only thus can we develop the creative individual who is open to all of his experience; aware of it and accepting it and continually in the process of changing."

——CARL ROGERS

THE GUIDANCE PROGRAM

Objectives: "Guidance should be viewed as all those services which the school renders to a student to help him achieve a life role in harmony with his hopes, aspirations and abilities. A student should be assisted in his efforts to become a happy, efficient, constructive citizen."

Outline of the Program and Functions:

Teacher Advisors - Scope of the Role: to interpret the school philosophy, policies, and subject area objectives and policies to students; gather background information to be able to identify problems, and either work with the student or refer him/her to other resource persons; personal adjustment to school, home and society; identifying special interests; program and vocational guidance; advising re: attendance, and achievement; helping the student to be a responsible and self-directed individual; constructive use of unscheduled time, etc.

i.e. the guidance of the whole child

Teachers involved in all other functions within the Guidance Program will serve as resource people, information and support staff to the Advisors and/or their students.

Other Functions:

Personnel Required:

1. _____ Career Library - Information collection and dispersement
2. _____ re: careers and post-secondary institutions.

1. _____ Orientation - Information and orientation within the K-12 concept, including feeder schools; parent information and orientation; public relations; orientation within the school.

1. _____ Post-Secondary institutions, admissions, scholarships, entrance exams; financial assistance.

1. _____ Study and Work Habits - remedial help for students; information
2. _____ to TA's and students; mini courses in how to study; improving use of unscheduled time.

1. _____ Job Placement - work experience; Special Projects (files and information).

WORKSHEET

1. Identify and clarify issues which prevent the TEACHER-ADVISOR concept from operating effectively.

2. Select ONE of these issues which your group would like to discuss.

3. Formulate a GOAL STATEMENT arising from this issue which you have selected — then identify forces which you believe exist, which could help achieve the goal; and also identify forces which you believe tend to hinder the achievement of the goal.

   Example: Goal Statement - "To make time available to see students in our T.A. group"

Forces FOR Achieving Goal	Forces Against Achieving Goal

4. Select a hindering force and then "brainstorm" ideas on how the force could be reduced or eliminated.

SUMMARY OF BASIC COMMUNICATION SKILLS
FOR IMPROVING INTERPERSONAL RELATIONSHIPS

1. PARAPHRASE: Stating in your own way what the other's remark conveys to you.

   Examples: "Is this...(statement)..an accurate understanding of your idea?"

   "Would this be an example of this point you made?...(then stating a specific example.)"

2. BEHAVIOR DESCRIPTION: Reporting specific, observable actions of others without making accusations or generalizations about their motive, personality or character traits.

   Examples: "That's the third time you have said you agreed with a statement of mine and then added 'but' and expressed agreement with the opposite."

   "Jim and Harry have done nearly all the talking and the rest of us have said very little."

3. DESCRIPTION OF FEELINGS: Specifying or identifying feelings by name, simile, figure of speech, or action urge.

   Describing your own feelings: Reporting your own inner state as explicitly as you can - making sure the statement indicates the feelings are in you.

   Examples: "I feel ...embarrassed." (naming)
   ...like a tiny frog in a huge pond." (simile)
   ...like hugging you." (action urge)
   "I just swallowed a bushel of spring sunshine." (figure of speech)
   "I'm very fond of you. I care about you." (naming)

   Perception check: Describing what you perceive to be the other's inner state in order to check whether you do understand what he feels.

   Examples: "You look like you felt hurt by my comment. Did you?"
   "I get the impression you'd like to change the subject. Is that accurate?"
   "You seem to be feeling more at home now."

****

TO UNDERSTAND THE OTHER AS A PERSON . . .
... Check to make sure you understand his ideas, information, and suggestions as he intended them. (Skill - Paraphrase)
... Check to make sure you accurately understand what he feels..his inner state. (Skill - Perception Check)

TO HELP OTHERS UNDERSTAND YOU AS A PERSON . . .
... Describe what others did that affects you personally or as group member. (Skill - Behavior Description)
... Let others know as clearly and unambiguously as possible what you are feeling. (Skill - Despription of your own feelings)

John L. Wallen

Student Information Sheet - Teacher Advisors at M. E. LaZerte

Today and Tomorrow, all students will be given an opportunity to select their own Teacher-Advisor. Hopefully you will decide to choose either your present T.A. or one of your classroom teachers.

We want M. E. LaZerte to be a different school - one in which each student is treated as an individual and also a school in which students see teachers as human beings who care. We live in a democratic society which recognizes the value of the individual and provides him with freedom of choice. Since our society is rapidly undergoing extensive change, education must be individualized so that all students can develop the ability to recognize and adopt to new problems and opportunities.

Our concept of the Teacher-Advisor has been developed to provide greater opportunity for students as people at this school. Your Teacher-Advisor should be your most valuable adult contact to work with you in the following ways:

1. To help you understand the school philosophy and policies.
2. To help you understand subject area objectives and policies. For example, what is individualized instruction? What committments are necessary for independent study? What is continuous progress and how does it affect your program? What program routes are available to you?
3. As a source of information for such things as:
   a. Careers and entrance requirements
   b. Assistance and scholarships
   c. Post Secondary training (universities, technical schools, apprenticeship, etc.)
   d. Special Projects and work experience program
   e. Other opportunities
   f. Co-curricular activities
4. To help you to identify personal concerns which interfere with your progress in school. It usually helps to talk about these concerns to someone so that different alternatives can be examined.
5. Programming - Are you taking courses required for your High School Diploma? Is your program in line with your interests and abilities?
6. Study Skills and Habits
   Remedial help, (learning how to study) scheduling study time efficiently
   a. What is meant by auditing a course?
   b. Where can this time be best used to advantage?

All teachers who are available as T.A.'s will have a list posted in their rooms today and tomorrow where you can sign up. Maximum load for any one Advisor is 25 students. Because of this number restriction, all students may not be able to select their number one choices, but should certainly get their second choices. Please sign up with your regular class teacher during that class or during breaks i.e. sign up during your regular class periods or on your own time.

Students who do not select an Advisor by Thursday at 3:10 will be assigned, so we encourage you to take advantage of the opportunity to choose.

Teacher Reminder:

1. Encourage students to choose one of their classroom teachers, original T.A., or a teacher with whom they have regular contact.
2. Point out that selection should be made either on Wednesday or Thursday. After that time, teachers will make the selection.
3. Each T.A. group will meet regularly every Wednesday for the balance of the year. Each Student is expected to attend.

M. E. LAZERTE COMPOSITE HIGH SCHOOL

PHILOSOPHY

The school plant was designed to encourage the implementation of modern concepts in education at the senior high school level.

The faculty is fully aware of the differences which exist between students: socially, physically, intellectually, culturally and emotionally. We are dedicated to the task of accepting each student at his particular levels and to provide him with an individualized program to meet his unique requirements.

As this school is surrounded by Elementary and Junior High Schools in which continuous progress and individualized programs are being developed, we have accepted the responsibility of acquainting ourselves with the needs of pupils who have had experiences in such programs.

We accept the proposition that all aspects of the growth of the individual student are as much dependent upon the kinds of human relationships which exist between pupils, teachers and the community as they are upon the content of the school program. We are thus prepared to become involved with the social, physical, cultural and emotional, as well as the educational problems of a number of youngsters so that pupils can readily identify with one or more adults within the school. That is, each teacher accepts the responsibilities of a studentadvisor.

Administrators and staff accept the concept that pupils may well be engaged in independent study up to 50% of their time during the day. The teachers realize that they will be engaged in a variety of activities other than group instruction. These activities will include participation in small group seminars as a resource person and providing help to individual students in tutorial sessions on a one-to-one basis.

We believe that secondary school students can, should and will accept responsibility and accountability for their own educational progress if provided with experiences which will assist them in the development of this acceptance. The staff, as highly trained professional guides and resource persons, is committed to providing such experiences.

Webelieve that the vast majority of students, if highly motivated, are capable of understanding the concepts and learning the skills implicit in the senior high school curriculum. The teachers accept the responsibility of ensuring that each student's educational program is challenging, interesting and enjoyable.

The faculty as a whole is prepared to match teaching behavior with learning behavior through co-operative teaching and differentiated functional assignments.

In summary the staff is dedicated to the principle that M. E. LaZerte is a school focussed on the needs of students, not teachers and administrators.

COUNSELLING INFORMATION QUESTIONNAIRE	CIRCLE YOUR ANSWER
1. If you had a choice would you attend M. E. LaZerte next year? (Instead of some other high school within the Edmonton Public School Board) Why or Why not?_____	Yes No
2. Do you feel that teachers in this school are <u>more</u> or <u>less</u> interested in you as a person than teachers in other schools you have attended? What makes you feel this way?_____	Much More; More; Same; Less; Much Less
3. In which area of life do you feel <u>your</u> major concern lies? If you answered "other" please specify._____	Generation Gap; Drugs; Sex; School; Other
4. To whom would you go to discuss this concern?	Parent; Classroom Teacher Teacher Advisor; Counselor Student
5. Did you <u>choose</u> your T.A.?	Yes No
6. Would you select the same person again? If not, why not?_____	Yes No
7. For what reasons did you select your present T.A.? e.g. Knew him previously, friend recommended, etc.	
8. How many times have you talked to your T.A. about personal concerns? (refer to 3 above for examples of personal concerns)	0 1 2 3 4 or more
9. Did he or she help you to resolve your concern(s)?	Always; Sometimes; Never
10. Do your parents know the name of your T.A.?	Yes No
11. Additional Comments:	

MEMO TO TEACHER ADVISORS

Tomorrow, Wednesday February 17th, you will be meeting with your new TA group for the first time. Due to the fact that many students will be involved with curling in their physical education program, the following modified schedule is being implemented:

Feb. 17th - April 14th - Every Wednesday
The last 20 minutes of the afternoon
Each afternoon black shortened by 10 minutes.

April 21 - June 16th - Every Wednesday
The last 20 minutes of the morning
Each morning block shortened by 10 minutes

Would you please mention to your classes today and tomorrow, that lists of TEACHER ADVISORS and corresponding groups as well as their meeting location, will be posted throughout the school. Students should check for their names on the correct list and should note their meeting place.

The following is a suggested list of activities for tomorrow:

1. Ask your group to come to your meeting location every Wednesday, for at least the first 5 minutes, so that if you have any information, announcements or any individual students to contact, it will be more easily facilitated.

2. Refer to the student information sheet (green) given to students last week — especially emphasize how students may "use" their TA.

3. Cards will be available from the General Office on Wednesday AM, on which the students in your group can provide pertinent information such as: home phone number, timetable, etc.

Suggestions and activities are now being prepared for these Teacher Advisors who might want to meet with their entire group for the entire 20 minutes each week.

REQUEST FOR INFORMATION

Date _____

To: Teacher _____ Re: Student Name _____

Subject _____ Grade _____

Block _____ T.A. _____

Request Initiated By _____

Time Required _____

Areas of Concern

Attitude _____

_____

_____

_____

Attendance and Punctuality _____

_____

_____

Achievement _____

_____

_____

Recommendations or Comments

_____

_____

_____

_____

Note: You will be informed if any follow-up, such as case conference, parent interview, withdrawal, etc is necessary for this student.

Please Return This Form To The Counselling Mailbox

T A ' S M O N T H L Y T A L L Y S H E E T

TA NAME _____

In order to justify and account for TA time to be scheduled as instructional time next year, it is necessary to have information documented regarding TA activities. We would appreciate if all TA's kept an accurate count (no names necessary) of any contacts made, for whatever purpose, with the students in your TA group--this contact could take place during the regular TA period, during class time, or at any other time. (Check off both sections A & B for each contact.)

TALLY FOR THE MONTH OF MAY 1971

A. TYPE OF CONTACT					
Phone calls to parents					
Phone calls from parents					
Students asking to see you					
Students you referred to counsellor					
Your involvement in a Conference					
Discussions with counsellor re: student					
B. REASON FOR CONTACT					
Personal Concern					
School Program					
Financial Assistance					
Attendance Concern					
Concern about a Particular Course					
Any other					

If there is more than one concern for any given student, tally all of them separately.

It would be appreciated if this form is returned to the Counselling mailbox on Friday, May 21 before 3:30 p.m.

STUDENT CARD No. _____

M.E. LaZERTE COMPOSITE HIGH SCHOOL 1970-71

NAME: _____ GRADE _____

ADDRESS: _____ TELEPHONE: HOME _____

ADVISOR: _____

TIME TABLE (in pencil)

BLOCK	SUBJECT	ROOM	TEACHER
1			
2			
3			
4			
5			
6			
7			
8			

CAREER GOAL _____

CURRICULAR INTERESTS _____

CO-CURRICULAR INTEREST _____

COMMENTS _____

INTERVIEW RECORD

STUDENT'S NAME _____

ADDRESS _____

PHONE NUMBER _____

INTERVIEW DATE	COMMENTS

TO: ALL STAFF MEMBERS

FROM: COUNSELLING SERVICES (Hal Simons, Don Davies)

Although, up to this point, we have been basically involved with students on an individual basis, we are finding it impossible to see all those students needing attention (whatever the reason).

We are therefore planning to organize a series of group counseling sessions, with 8 - 10 students in each, for two main reasons:

1. More students need to be reached.

2. Many students can benefit more from interaction with other students, in a structured session.

Times for these groups will be arranged so that students would miss at the most only <u>part</u> of a class period <u>every second week</u>.

We would therefore appreciate your assistance in identifying those students who might benefit <u>most</u> from this experience, keeping the following criteria in mind:

1. Extremely shy or immature behavior

2. A general lack of interest in school

3. Low level of achievement according to potential

4. Sporadic or poor attendance

5. Behavior which reflects possible personal concerns (i.e. those about whom you have some non-scholastic concerns)

6. Discussion of information on NAIT and university life styles.

It would be helpful if you could <u>briefly</u> indicate your concern on one or more of these general areas opposite each name submitted.

Once established, all teachers will be informed about those times your students are involved, so that if a vital class or test period is scheduled, we can make suitable adjustments.

As follow-up, we plan, to communicate with the T.A. so that the T.A. can use this information to further his efforts in dealing with the students.

Since this is confidential information, please return the attached page, sealed in the evelope provided, before 3:10 p.m., Wednesday, March 3, to Hall Simons.

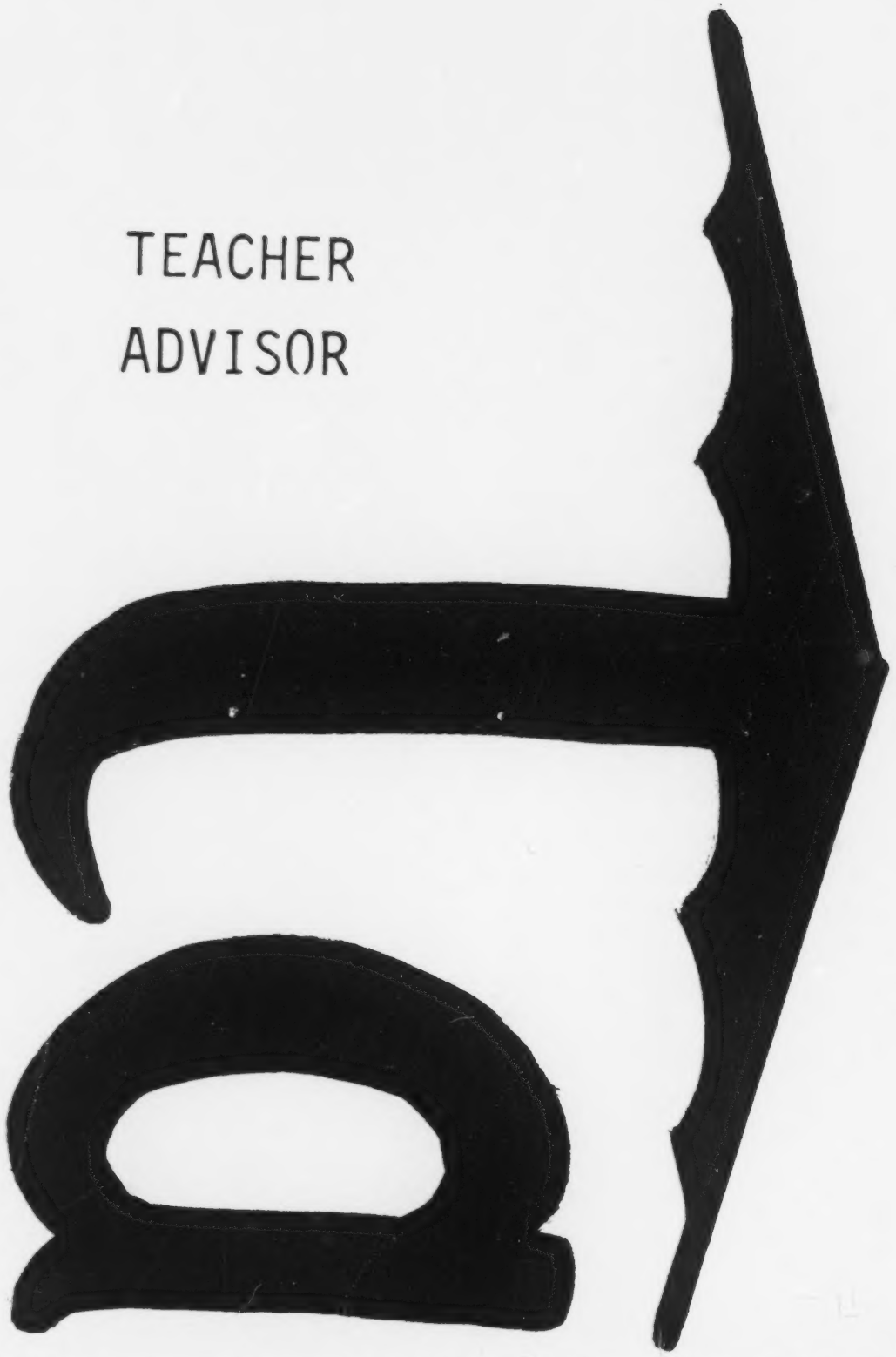
Thank you for your cooperation.

CG 006 762

ED057385

TEACHER

ADVISOR



STUDENT RESPONSES TO QUESTIONNAIRE

2. Do you feel that teachers in this school are more or less interested in you as a person than teachers in other schools you have attended?

- Much More - 173
- More - 286
- Same - 224
- Less - 69
- Much less - 23

What makes you feel this way?

- they care whether you attend classes or not
- are more interested in you as an individual
- they try to get to know who you are
- teachers have been concerned with getting me through my classes
- teachers act as if they are really interested
- other schools I attended were Jr. High and in those schools you don't need as much help in planning your future
- the way they act and talk
- teachers participate more and they try to help you with your problems
- they seem to take time and effort to do the best for you
- you can communicate with them easier
- teachers talk to students they are more friendly and honest with their feelings
- friendlier and talk more about matters other than school
- casualness of classes
- teachers are much more approchable and understanding
- treat you as a person, not as a student
- I had a lot of help from a lot of teachers
- my relations with the teachers are much closer and I feel more comfortable
- they will all stop and talk to you, treat us like adults
- better atmosphere between students
- they want you to pass
- most of them are down on our level
- they seem more like people and not teachers
- most work things to fit YOUR schedule
- seem more like friends
- do not make you work
- know him previously, made me feel unignored
- they are very socialable
- spend their spare time with you if you need help
- THEY ACT HUMAN
- go out of their way to talk to you
- as there is individual learning there is individual teaching and in person to person they finally meet
- easier to talk this year
- if you bump into them in the halls they usually smile and say hello
- you have to learn for yourself
- they just are
- teachers are younger
- they write home quite a bit
- some of the teachers talk with me about what I do after school and on weekends
- you don't even have to ask for help, they're there to see if you have problems or questions
- because they are really more interested and my marks have gone up from 50 to 60's and 80's

6. For what reasons did you select your present T.A.?

- enjoyed her teaching
- I saw him a few times and he gave me the impression he was a nice guy.
- easy to talk to, understands us
- understanding, knew him previously
- because I get along with her in class
- I worked for him in the store
- he was very helpful before
- I didn't have any choice what so ever, so there ha! ha! ha!
- because I liked her and respected her and she seemed to take a personal interest in me.
- I am interested in science, he is my instructor
- He know which way is up
- He is very concerned with what goes on in school and tries to help with our problem
- understood my concern in school and personal life
- was former physics teacher and a good guy
- I knew people in that group
- she was excellent with students
- I got help when I needed it
- all my friends are in my T.A.
- teaches my major subjects and is an OK guy to discuss my problem with
- good teacher treats us like friends
- he is what we all want to be
- she was my reading teacher and is sexy looking
- I got stuck with him
- friends said he was a good advisor
- liked him and respected him
- he's a good teacher
- wanted to be in the same group near our lockers
- teacher doesn't beat around the bush
- my coach in inter-school sports
- very understanding person
- very warm person and understands
- He's not like other people. He talks with me and make suggestions and doesn't say "You have to do this" or "You have to do that"